

Document Review Checklist and Non-Regulatory Guidance for Non-Public Schools 2009-10 Comprehensive Site Visits

NEW for 2009-2010: Documents for Desk Audit

Several documents previously reviewed on-site during the site visit are now included within the "Desk Audit" section of this checklist. The intent is for these items, if available in electronic format, to be submitted to the site visit team leader for review at the Department versus on-site.

- The electronic documents can be submitted via email as an attachment, a link to items available on the school's website, or by other means.
- The due date for submission of the Desk Audit materials will be determined by the site visit team leader and communicated to the school.
- Whether or not the submitted items meet compliance requirements will be determined as of the date of submission.

Preparing for the On-site Visit

Documentation pertaining to all items not submitted as part of the Desk Audit should be made available in the site visit team's designated workroom for review during the site visit. It is expected the documentation be organized by using notebooks, folders, or other means coded by the item numbers/letters listed (e.g., 1a and 1b) in a way that is efficient for the school and easy to follow by team members.

- Whether or not the documentation provided for these items meets compliance requirements will be determined as of the final day of the visit.

All Accreditation Requirements Versus Items Reviewed During the Visit

Chapter 12 of Iowa Administrative Code contains the accreditation requirements for schools and school districts. Although all requirements contained within Chapter 12 are not specifically monitored during the on-site visit process, this does not absolve the LEA from addressing these items. **It is the responsibility of LEA leadership to assure ALL accreditation requirements are met on an ongoing basis. If the site visit team becomes aware of areas of Chapter 12 non-compliance regarding issues not contained on this checklist, these items will be included within the citations contained in the site visit report.** For additional guidance, the LEA is advised to obtain a copy of the Chapter 12 Rule Interpretation Matrix from the Department of Education website at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1558&Itemid=2342.

Desk Audit: Items for Electronic Submission

1. Board adopted policies that address the following content:

Guidance:

If a school uses Diocesan (or similar) policies, care should be taken to "localize" the content to assure alignment with school practices.

- _____ a. Accessibility (**SR7**) and confidentiality (**SR8**) of student records in compliance with *FERPA* (34 CFR §99), *Iowa Code Chapter 22*, and 281—IAC 12.3(4)

Guidance:

FERPA requirements can be accessed online at:

http://www.access.gpo.gov/nara/cfr/waisidx_04/34cfr99_04.html. Specific requirements regarding the documentation required for requests and disclosures of student record information is contained in 34 CFR §99.32.

_____ b. Graduation requirements (**GR1**) 281—IAC 12.3(5)

Note:

School policy must be consistent with requirements contained in 281—IAC 12.5(5), which state “Beginning with the 2010-2011 school year graduating class, all students in schools and school districts shall satisfactorily complete at least four units of English and language arts, three units of mathematics, three units of science, three units of social studies, and one full unit of physical education as conditions of graduation. The three units of social studies may include the existing graduation requirements of one-half unit of United States government and one unit of United States history.

_____ c. Policy prohibiting harassment and bullying of or by students, staff, and volunteers (**RD1.4**) which is based on actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status and which creates an objectively hostile school environment (**HBP1**). 281—IAC 12.3(13), *Iowa Code 280.28(3) and 729A.1*

Guidance:

Harassment and bullying is construed to mean any electronic, written, verbal, or physical act related to the specified traits or characteristics stated above. The local board policy must contain all of these 17 traits or characteristics, but does not need to be limited to these 17.

According to Iowa Code 280.28(3): On or before September 1, 2007, the board of directors of a school district and the authorities in charge of each accredited nonpublic school shall adopt a policy declaring harassment and bullying in schools, on school property, and at any school function, or school sponsored activity regardless of its location, in a manner consistent with this section, as against state and school policy. The board and the authorities shall make a copy of the policy available to all school employees, volunteers, students, and parents or guardians and shall take all appropriate steps to bring the policy against harassment and bullying and the responsibilities set forth in the policy to the attention of school employees, volunteers, students, and parents or guardians.

If a single policy is used, a reasonable person must be able to interpret the policy as covering student vs. student, student vs. staff, staff vs. staff, and staff vs. student issues.

There is a sample policy available on the Department website which addresses the legislated requirements (see http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1030&Itemid=1293#SamplePolicy).

_____ d. Policy to insure that students are free from discriminatory practices in the educational program (MC/GF policy) (**MCGF1**) 281—IAC 12.5(8)

Guidance:

In addition to adopting a MC/GF policy, the school is to incorporate multicultural gender fair goals into its Comprehensive School Improvement Plan (CSIP). This requirement is verified during the Department’s review of the CSIP.

Multicultural (MC) approaches to the educational program are defined as those with foster knowledge of, and rest and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background. The contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities.

Gender fair (GF) approaches to the educational program are defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of women and men to society. The program shall reflect the wide variety of roles open to both women and men and which provide equal opportunity to both sexes.

- _____ e. Processes for conducting ongoing and long-range needs assessment, including
 - _____ 1. Provisions for keeping the local community regularly informed on progress toward state **(DPOL1)** and locally determined **(DPOL2)** indicators
281—IAC 12.8(1)(b)(1)

Note:

It is not uncommon to find this policy either missing or outdated (e.g., no specific reference to informing the community on progress).

- _____ 2. How opportunities for local community feedback are provided on an ongoing basis **(DPOL3)** *281—IAC 12.8(1)(b)(1)*

Note:

It is not uncommon to find this policy either missing or outdated (e.g., no specific reference to how opportunities for community feedback are provided).

- _____ f. Procedures for curriculum development, implementation, and evaluation which includes
 - _____ 1. Content standards and benchmarks in at least reading, mathematics, and science;
 - _____ 2. Performance levels; and
 - _____ 3. Annual improvement goals aligned with needs assessment data
281—IAC 12.8(1)(c)(1)
- _____ g. Wellness policy **(CNP2)**, including evidence of the following:
 - _____ 1. Parents, students, representatives of the school food authority, the school board, school administrators, and the public were involved in the development of the school wellness policy **(CNP1)**.

Guidance:

A list of those involved in development of the policy that indicates the required representation should be provided by the district. If this evidence was not collected when district's policy was developed, the school should provide a plan on how it will encourage ongoing involvement of these groups with implementation of the wellness plan.

- _____ 2. The board adopted wellness policy includes goals for: **(CNP7)**
 - _____ a. nutrition education
 - _____ b. physical activity
 - _____ c. other school-based activities

Guidance:

The local educational agency determines what goals are appropriate to promote student wellness.

- _____ 3. The wellness policy includes guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity **(CNP3)**.

Guidance:

As guidelines are reviewed and revised, the school is reminded to align these guidelines to the nutritional content standards contained in 281—IAC 58.1. These standards were developed and adopted to meet requirements contained within the Healthy Kids Act (see Iowa Code 256.7(29)).

- _____ 4. Guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of the section 10 of the Child Nutrition Act (42 U.S.C. 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to schools **(CNP4)**.

Guidance:

Refer to the current reimbursable school meals guidelines.

- _____ 5. The wellness policy establishes a plan for measuring implementation of the policy **(CNP5)**.
- _____ 6. The wellness policy includes designation of one or more person(s) within the local educational agency or at each school, as appropriate, charged with the operational responsibility for ensuring that the school meets the local wellness policy **(CNP6)**.

Guidance:

The *2004 Reauthorization of the USDA Child Nutrition Programs* requires establishment of a wellness policy for schools under the local educational agency that contain the above-stated components.

Wellness policy support materials and resources are available at

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=499:local-school-wellness-policy&catid=440:nutrition-program-learning-tools&Itemid=446.

2. School calendar

- _____ a. Indicates 180 days of instruction **(CL5)** 281—IAC 12.1(7)
- _____ b. Seniors have 175 days scheduled in the calendar **(CL8)** 281—IAC 12.1(7)
- _____ c. Each school day consists of at least 5.5 hours of instructional time unless otherwise allowed per 281—IAC 12.1(9) **(MD1)** **(MD2)** [less than 5.5 hours prior to a holiday]

Evidence:

- a copy of the school calendar
- a copy of the daily schedule that includes starting and ending times for each attendance center (a day

If the calendar does not indicate the senior's last day of classes, the school is asked to provide this information for the team.

281—IAC 12.1(9) requires a school day to consist of at least 5 ½ hours of instructional time. If some days contain less than 5 ½ hours of instruction and the remainder of the day is used for professional development as allowed within 281—IAC 12.1(9), the school is asked to provide this information. Supporting evidence, such as professional development agendas for the day(s) in question, may be requested during the on-site visit.

Guidance:

281—IAC 12.1(9) allows schools and school districts to count parent-teacher conferences as instructional time, thus count toward the total days of instruction. If the first four consecutive days equal at least 27 ½ hours of instruction because parent-teacher conferences are held beyond the regular school day, the school may record zero hours of instruction on the fifth consecutive day and still count it as a day of instruction (e.g., conferences are held in the evenings on Tuesday and Thursday, Friday can count as a day of instruction even though school is not in session).

Seniors are not required to make up days that are added to the end of the regular adopted calendar due to inclement weather (i.e., "snow days").

Scheduling early dismissals during the first week of school in *anticipation* of heat is not allowed under Chapter 12. Early dismissal prior to holidays and/or on the last day of a grading period or final day of school are also not allowed under Chapter 12 unless the remainder of the day is used for professional development (see evidence section above). The regularly-scheduled school day may exceed 5-½ hours. If this is the case, it is possible for district to schedule an early dismissal and still meet the 5-½ hour minimum.

281—IAC Chapter 12: General Accreditation: Items for Review On-Site

3. Attendance center, program, and course enrollment data by race, national origin, gender, and disability demonstrating the following:
- _____ a. Attendance center and course enrollment data, disaggregated by gender, racial/ethnic background, and disability (**EQ4**) are reviewed annually (**EQ3**). 281—IAC 12.1(1)

Evidence:

The school must provide the following:

- a summary of attendance center, program, and course enrollment-related trends noted over the past three years; and
- a description of how these data are collected and used, with what frequency, by whom, and for what purposes.

The intent is to provide greater clarity regarding how the school is addressing the “reviewed annually” requirement.

Guidance:

Collection of “count” data for the indicated categories might be completed through the school’s student management system and partially reported through BEDS. It is appropriate for schools offering multiple sections of content-specific courses at other levels (e.g., grade 8) to provide these data as well as this would help determine equity in student placement practices. It is not uncommon for schools to provide course-level disaggregated data for gender only as this is a common report feature on student management systems, but the requirement is that data be collected and reviewed for each stated category (i.e., gender, race, and disability).

- _____ b. Equal opportunity in programs is provided to all students regardless of race, color, national origin, gender (sex), sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, or creed (**EQ5**). 281—IAC 12.1(1) and Iowa Code 280.3

Evidence:

- Evidence could include items such as school policies regarding student access to educational programs and grievance procedures

Guidance:

Nothing in 281—IAC 12.1(1) shall be construed as prohibiting any bona fide religious institution from imposing qualifications based upon religion when such qualifications are related to a bona fide religious purpose.

4. _____ The board policy manual (**PM2**) provides evidence policies are reviewed at least every five years (**PM3**). 281—IAC 12.3(2)

Evidence:

Provide a copy of the board policy manual (or directions for electronic access).

Guidance:

While many schools include the adoption, review, and revision dates on each individual policy, it is not required. These dates might appear on a separate page, such as an index page for each policy series.

5. Elementary program, grades 1-6 (**EPRO1**). 281—IAC 12.5(3)

Documentation (i.e., master schedule) that show(s) the following areas are taught in grades 1-6.

Note: These areas do not have to be separate courses, but they must be taught in each of the grades. The number of minutes dedicated to each area is a local decision.

- ☐ a. English-language arts
- ☐ b. Social studies
- ☐ c. Mathematics
- ☐ d. Science
- ☐ e. Health
- ☐ f. Physical education
- ☐ g. Music
- ☐ h. Visual art

Evidence:

Master schedules for each grade (1-6) should be provided. Each schedule should be clearly labeled to indicate the grade level. If a required subject area is not specified on the master schedule (e.g., Health), evidence of where the concepts are taught (in EACH grade, 1-6) should be provided. For example, if Health content is integrated into science and/or physical education instruction, this information should be provided to the team. This could be done by identifying the content specifications for the content areas in question within the school's curriculum documents (e.g., standards/benchmarks).

Guidance:

The health content area is often a difficult area to verify as the required concepts are commonly integrated into other subject areas, such as physical education and science. Care must be taken to assure all subject areas are included in each grade, 1-6. 281—IAC 12.5(3)(a)-(i) contains the list of content specifications for each elementary program subject area.

On May 1, 2008, Governor Culver signed a bill mandating the Iowa Core Curriculum, by 2014, for all students in grades K-8. The Iowa Core Curriculum provides local school districts and nonpublic schools a guide to delivering instruction based on consistent, challenging, and meaningful content to students. The curriculum identifies the essential concepts and skill sets for literacy, mathematics, science, and social studies (including civic literacy), as well as 21st century learning skills (financial literacy, technology literacy, health literacy, and employability skills). The skill sets for literacy, mathematics, and science for the primary and intermediate elementary grades are available at: <http://www.corecurriculum.iowa.gov/Home.aspx>.

6. Junior high program, grades 7 and 8 (**JHP1**). 281—IAC 12.5(4)

Documentation (i.e., master schedule) that show(s) the following areas are taught in grades 7 and 8.

Note: These areas do not have to be separate courses, but they must be taught in each of the grades. Note: The number of minutes dedicated to each area is a local decision.

- ☐ a. English-language arts
- ☐ b. Social studies
- ☐ c. Mathematics
- ☐ d. Science
- ☐ e. Health
- ☐ f. Physical education
- ☐ g. Music
- ☐ h. Visual art

Evidence:

Master schedules for each grade (7 and 8) should be provided. If a required subject area is not specified on the master schedule (e.g., Career Education), evidence of where the concepts are taught (in EACH grade, 7 and 8) should be provided. For example, if Career Education content is integrated into multiple courses, this information should be provided to the team. This could be done by identifying the content specifications for the content areas in question within the school's curriculum documents (e.g., standards/benchmarks).

Guidance:

The health content area is often a difficult area to verify as the required concepts are commonly integrated into other subject areas versus being offered as a stand-alone course. Care must be taken to assure all subject areas are included at both grade 7 and 8. 281—IAC 12.5(4)(a)-(k) contains the list of content specifications for each junior high program subject area.

On May 1, 2008, Governor Culver signed a bill mandating the Iowa Core Curriculum for all students by 2014, in grades K-8. The Iowa Core Curriculum provides local school districts and nonpublic schools a guide to delivering instruction based on consistent, challenging, and meaningful content to students. The curriculum identifies the essential concepts and skill sets for literacy, mathematics, science, and social studies (including civic literacy), as well as 21st century learning skills (financial literacy, technology literacy, health literacy, and employability skills). The skill sets for literacy, mathematics, and science for the middle school level are available at: <http://www.corecurriculum.iowa.gov/Home.aspx>.

7. High school program, grades 9-12 (**HSP1**). 281—IAC 12.5
Documentation (i.e., master schedule) that show(s) the following units of instruction are taught in grades 9-12.

Evidence:

The high school master schedule for each semester should be provided.

Guidance:

A “unit of instruction” is a course that is taught for at least 200 minutes per week for 36 weeks or for the equivalent of 120 hours of instruction. With “regular” scheduling, a year-long course is normally the equivalent of one unit of instruction. A semester-length course is normally the equivalent of ½ unit of instruction. With block scheduling, a “block-length” course taught for one semester is usually the equivalent of one unit. The same course taught in two different semesters does not count as two separate partial or full units of instruction.

On May 1, 2008, Governor Culver signed a bill mandating the Iowa Core Curriculum for all students in grades 9-12 by 2012. The Iowa Core Curriculum provides local school districts and nonpublic schools a guide to delivering instruction based on consistent, challenging and meaningful content to students. The essential concepts and skill sets for literacy, mathematics, science, and social studies (including civic literacy), as well as 21st century learning skills (financial literacy, technology literacy, health literacy, and employability skills) for high school are available at: <http://www.corecurriculum.iowa.gov/Home.aspx>.

_____ a. English-language arts, six units (**HSELA2**) 281—IAC 12.5(5)(a)

_____ b. Social studies, five units (**HSPSS2**) 281—IAC 12.5(5)(b)

Guidance:

All students in grades 9-12 must, as a condition of graduation, complete a minimum of one-half unit of United States government, one unit of United States history, and receive instruction in the government of Iowa.

_____ c. Mathematics, six units 281—IAC 12.5(5)(c)

_____ 1. Four sequential units preparatory to postsecondary educational programs
(**HSPM2**) 281—IAC 12.5(5)(c)

_____ 2. Two additional units (**HSPM3**) 281—IAC 12.5(5)(c)

_____ d. Science, five units 281—IAC 12.5(5)(d)

_____ 1. Full unit of Chemistry (**HSPS3**) 281—IAC 12.5(5)(d)

_____ 2. Full unit of Physics (**HSPS4**) 281—IAC 12.5(5)(d)

Evidence:

Full units of chemistry and physics shall be taught but may be offered in alternate years. If the school's practice is to offer these subjects on an alternate year basis, master schedules for at least two consecutive years should be provided.

_____ e. Health, one unit (**HSPH2**) 281—IAC 12.5(5)(e)

Guidance:

It is not uncommon to find a one-semester (1/2 unit) health course (e.g., Health I) offered each semester. This would not meet the “offer and teach” requirement (see the general guidance for item #5).

- _____ f. Physical education, one unit (**HSPPE2**) 281—IAC 12.5(5)(f)
 - _____ 1. A minimum of 1/8 unit of PE is offered and taught each semester (**HSPPE3**) 281—IAC 12.5(5)(f)

Guidance:

All physically able students shall be required to participate in the program for a minimum of 1/8 unit each semester they are enrolled except as otherwise provided in 281—IAC 12.5(5)(f). 1/8 unit equates to 900 minutes (50 minutes per week over an 18 week semester). If the school is not providing physical education during each term (semester) and does not have a Department approved physical education waiver, the school is out of compliance. There is no requirement that physical education be taught each period of the day.

- _____ g. Fine arts, three units (**HSPFA2**) 281—IAC 12.5(5)(g)
 - _____ 1. Fine arts instruction includes at least two of the following: dance, music, theater, and visual arts (**HSPFA3**) 281—IAC 12.5(5)(g)
- _____ h. Foreign language, four units (**HSPFL2**) 281—IAC 12.5(5)(h)

Guidance:

The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. All high schools shall offer and teach the first two units of the sequence. The third and fourth units must be offered. However, the Department of Education may, on an annual basis, waive the third and fourth unit requirements upon the request of the board.

If the school is not teaching the third and/or fourth year of a foreign language and does not have a Department - approved foreign language waiver, the school is out of compliance (**HSPFL3**).

- _____ i. Vocational education (career and technical education), five units (**VEN1**) 281—IAC 12.5(5)(j)

Guidance:

The school must offer and teach five units of occupational education subjects, but there is broad discretion as to the kinds of subjects to offer. 281—IAC 15.5(5)(j) states that the subjects “may include, but are not limited to programs, services, and activities which prepare students for employment in business or office occupations, trade and industrial occupations, consumer and family sciences or home economics occupations, agricultural occupations, marketing occupations, and health occupations.

Instruction shall be competency-based and articulated with postsecondary programs of study. The school may meet the articulation requirement either directly with a post-secondary program or through a sharing agreement with a public district that includes career and technical education articulation agreements.

- 8. Physical activity requirement 281—IAC 12.5(19)
 - _____ a. Documentation that pupils are being provided support to complete the physical activity requirement (**PA4**) 281—IAC 12.5(19)(d)

Evidence:

Evidence might include printed schedules, school policies, student handbooks, and similar means.

Guidance:

Pupils in kindergarten through grade 5 must engage in physical activity for a minimum of 30 minutes each school day. Pupils in grades 6 through 12 must engage in physical activity for a minimum of 120 minutes per week in which there are at least five days of school.

9. Documentation regarding implementation of the Professional Development Plan.

Preparation/Evidence:

The items for this section will be reviewed to ensure connection between current practice and the content approved in the school's CSIP. If the professional development plan has changed since the school's CSIP was last approved, the school is asked to provide the rationale for this decision.

Documentation for item 6a-b could include school and/or building professional development plans, action plans, meeting agendas/minutes, professional development calendars, and implementation logs/data summaries. One document could provide evidence for several requirements.

General Guidance:

A document entitled "Workbook for Developing the District Career Development Plan" is available for download from the DE website at: <http://www.iowa.gov/educate/content/view/296/901/>. This document could be helpful for the school as it develops and implements its PD plan.

- _____ a. To meet the needs of instructional staff (**PD1**), professional development activities:
 - _____ 1. align with school achievement goals (**PD6.1**) 281—IAC 12.7(2)(a)
 - _____ 2. are based on student achievement needs (**PD2**) and staff needs (**PD3**) 281—IAC 12.7(2)(a)
 - _____ 3. deliver research-based instructional practices (**PD5.1**) 281—IAC 12.7(2)(a)
- _____ b. The Board annually budgets specified funds to implement the professional development plan (**PDB1**) 281—IAC 12.7(2)(b)

Evidence:

If the school line item budget includes professional development, provide a copy. If not, provide a listing of expenses associated with implementation of the professional development program.

10. Documentation (e.g., meeting agendas/minutes) regarding the School Improvement Advisory Committee (SIAC) provides evidence of the following:

- _____ a. A board appointed SIAC exists (**SIAC2**). 281—IAC 12.8(1)(a)(2)

Evidence:

Board minutes showing appointment of the SIAC should be provided.

Guidance:

Chapter 12 does not require that the SIAC be appointed annually; however, each time membership changes (including student representative), board action is required.

281—IAC 12.8(1)(a)(2) also sets the SIAC's responsibility for analyzing needs assessment data to make recommendations to the board regarding major educational needs, student learning goals, long-term goals, and harassment or bullying prevention goals, programs, training, and other initiatives. Maintaining a summary of the information reviewed by the SIAC and recommendations made to the board regarding these areas is recommended (see the Additional Reference Documents for Site Visit Team section).

- _____ b. Membership includes students, parents, teachers, administrators, and representatives from the local community (**SIAC1**). To the extent possible, committee membership has balanced representation of the following: race, gender, national origin, and disability (**SIAC6**). 281—IAC 12.2

Evidence:

A list of SIAC members [indicating the required membership representation](#) should be provided.

Guidance:

Schools are advised to maintain documentation of efforts to seek membership representation with regard to race, national origin, and disability. Local boards are also advised to pay close attention to gender balancing of the SIAC. Current administrative rules state, "[t]o the extent possible, committee membership shall have balanced representation with regard to race, gender, national origin, and disability." However, Iowa Code 69.16A, as amended in 2009, places a strict gender balance requirement, effective January 1, 2012, for "all appointive boards, commissions, committees, and councils of a political subdivision of the state that are established by the

Code, if not otherwise provided by law.” This requirement, which applies to the SIAC, defines gender balance as half male and half female for even-numbered committees or half plus one for odd-numbered committees.

- _____ c. At least annually (**SIAC3**), the SIAC makes recommendations to board with regard to progress achieved with annual improvement goals for the state indicators that address reading, mathematics, and science, progress achieved with other locally determined indicators, and annual improvement goals for the state indicators that address reading, mathematics, and science (**SIAC4**). 281—IAC 12.8(1)(a)(3)

Evidence:

SIAC recommendations to the board should be reflected on board agenda(s) and/or within meeting minutes. Provide a copy of the most recent recommendations addressing the required content that has been presented to the Board.

Guidance:

Providing evidence of recommendations from multiple years is encouraged as it would help assure they are made annually.

Information or Documents Accessible Only to the Site Visit Team Leader

11. Personnel files for all staff members (**LEF1**) 281—IAC 12.4(11)

- _____ a. Personnel files for all instructional professional staff (including substitutes) contain original or copies of licenses (**LEF2**)

Evidence:

A copy of each individual's current license must be included within their personnel file. A copy of the practitioner's license information generated from the Iowa Board of Educational Examiners (BOEE) website would also suffice. A random sample of instructional staff personnel files will be reviewed. This requirement applies to full and part-time staff.

Guidance:

Practitioner information can be obtained through the BOEE website at: <https://www.iowaonline.state.ia.us/boee/>.

Schools are reminded to review Chapter 25 of section 282 of Iowa Administrative Code (Code of Professional Conduct and Ethics), available at <http://www.legis.state.ia.us/aspx/ACODocs/chapterList.aspx?pubDate=07-15-2009&agency=282>. 282—IAC 25.3(6) includes several items related to assignment of and/or acceptance of assignments outside a practitioner's area(s) of licensure.

- _____ b. Personnel files for all non-instructional professional staff, as defined in 281—IAC 12.4(2), contain legal license/certificate or statement of professional recognition (**RPL1**)

Evidence:

Licenses for school nurses, bus drivers (if the school provides its own transportation), educational sign language interpreters/translators, and coaching certificates for non-teaching coaches should be on file. A random sample of non-instructional professional staff personnel files will be reviewed. This requirement applies to full and part-time staff.

12. _____ Employee health files contain evidence that at the beginning of employment each employee files a certificate of fitness in the form of a written physical examination conducted by appropriately licensed medical personnel (**PE1**) 281—IAC 12.4(14)

Evidence:

A copy of a completed physical for each employee should be on file. A random sample of staff personnel files will be reviewed.

Guidance:

It may be difficult to determine if evidence of a written physical examination was in place “at the beginning of employment” as some of the original documentation may have been culled from the file (past guidance required that physicals be updated at three-year intervals). As long as the file contains a completed physical, the

requirement has been met. Health files may or may not be in the same area as the other personnel files. It is not uncommon for these files to be held by the school nurse or in a separate file in the school's central office.

"Employee" means any person who receives a W-2 from the school. This includes, but is not limited to, teachers, custodians, bus drivers, food service workers, secretaries, non-teaching coaches, and substitutes (both for teachers and non-certified staff).

13. _____ The system of maintaining student permanent records **(SR1)** provides evidence of attendance **(SR10)** and educational progress **(SR11)**. *281—IAC 12.3(4)*
_____ a. Student permanent records are stored in a fire-resistant safe/vault or maintained and stored electronically with a secure backup file **(SR3)**. *281—IAC 12.3(4)*

Evidence:

Attendance and educational progress information should reflect the date the student entered the school and the date the student left as a result of graduation, dropping out, and/or moving. Record of educational progress (i.e., grades) should be evident from the date the student entered through the date they exited the school.

Guidance:

The school is required to adopt a policy regarding accessibility and confidentiality of student records in compliance with FERPA (34 CFR §99) (see item #1a). It is the school's responsibility to ensure this policy is publicized and enforced.

14. _____ The system of maintaining student cumulative records **(SR2)** provides a continuous and current record of significant information on student progress and growth **(SR12)**.
281—IAC 12.3(4)

Evidence:

Continuous and current student records should be evident for each student currently enrolled in the school.

Guidance:

"Continuous and current record" implies information in the files (e.g., grades) should be included from the time the student entered the school (and prior information as applicable). As such, a check of student files at the highest level served by the school (e.g., high school) usually provides sufficient evidence of maintenance of cumulative files at other levels.

Other Documents for Site Visit Team- For Reference Only

- Building-level school improvement plans, if applicable
- Examples/copies of data reviewed/analyzed by the SIAC when forming recommendations regarding major educational needs, student learning goals, long-term goals, and harassment or bullying prevention goals, programs, training, and other initiatives
- Student achievement data for areas in addition to reading, mathematics, and science, if available
- Trendline data from school-wide assessments (other than Iowa Tests)
- ACT trendline data, if available/applicable
- Data regarding the percentage of students participating in extracurricular and co-curricular activities, if available
- School curriculum materials, including content standards, benchmarks, grade level indicators, and curriculum maps for all available curricular areas

Note: In previous years, schools have been asked to provide evidence of adoption of benchmarks for at least reading, mathematics, and science that apply to the grade levels served by the school (281—IAC 12.8(1)(c)(2)) as well as evidence that career education (281—IAC 12.5(7), multicultural, gender fair approaches (281—IAC 12.5(8), and global education (281—IAC 12.5(11)) are incorporated into the educational program. In light of work currently being undertaken by schools to implement the Iowa Core Curriculum, review of these items will not occur during this year's site visits. The school is reminded to address these requirements as it continues its curriculum work.

- High school course handbook/registration guide (if applicable)
- Staff, parent, and student handbooks

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, *et seq.*), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq.*).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.